

learn 

share 

network 

collaborate 



CENTRE FOR INNOVATION IN
Campus Mental Health

Update on Ontario's Mental Health Innovation Fund Projects May 2014

Helping Ontario's colleges and universities enhance capacity
to support student mental health and well-being

The Centre for Innovation on Campus Mental Health is funded by the
Ontario Government's Mental Health Innovation Fund.

Table of Contents

A Campus Wide, Evidenced-based Approach to Addressing Post-Secondary Student Mental Health	1
“More Feet on the Ground” Campaign	2
NAvigaTe Program (University Virtual Ward)	3
Good2Talk: Ontario’s Post-Secondary Student Helpline	4
Mental Health First Aid	5
Bridging the Distance	6
Mental Health Screening Tool & Mindfulness Based Supports for Students with Autism Spectrum Disorder	7
Mental Health First Aid - First Nations Cree & Ojibwe Translation & Training	8
Niagara Holistic	9
Campus Mental Health Partnerships: Extending the Circle of Care	10
By Students/For Students: A Digital Gateway for Mental Health	11
From Intention to Action (FIT: Action)	12
Speaking Your Language: A pilot program for promoting mental health awareness and support for international students and new Canadians	13
Mental Health Hub	14
Train the Trainer	15
By Students/For Students: A Digital Gateway for Mental Health	16
The Development of a Peer Mentoring Program in Post-Secondary Students with Mental Health Issues	17
Developing Documentation Standards and Guidelines for Academic Accommodations for Students with Mental Health Disabilities Attending Post-Secondary Institutions in Ontario	18
Ontario Law Student Mental Health Initiative - Enhancing the Mental Health Outcomes of Ontario’s Law Students	19
Safer & Accepting Campuses: Egale Canada Human Rights Trust	20

A Campus Wide, Evidenced-based Approach to Addressing Postsecondary Student Mental Health

Lead Individuals:

- *Andrea Yip (ayip@ocadu.ca)*
- *Deanne Fisher (dfisher@ocadu.ca)*
- *Jennifer Robinson (jrobinson@ocadu.ca)*
- *John Austin (john.austin@ryerson.ca)*
- *Juannittah Kamera (j2kamera@ryerson.ca)*
- *Su-Ting Teo (s4teo@ryerson.ca)*

Project Summary:

OCAD University and Ryerson University have embarked on a creative partnership together, collaborating around the development of best practices in campus mental health strategy. The following are deliverables of this partnership:

- Campus Mental Health Policy Report: A comprehensive review about postsecondary mental health policy development.
- Campus Mental Health Training Report: A brief overview of campus mental health training and education programs at postsecondary institutions across Canada.
- MentalHealthxDesign.com: A blog that serves as a living record of the project's work around mental health strategy. Follow @mhxdesign.
- Community of Practice: Partners will share experiences and lessons learned around campus mental health strategy.

Progress to Date:

- Completed the Campus Mental Health Policy Report
- Completed the Campus Mental Health Training Report
- Maintained its blog, MentalHealthxDesign.com
- Initiated a community of practice between OCAD U and Ryerson University

Final Milestones/Proposed Outcomes:

- The partnership will evaluate the impact of its deliverables
- The partnership will exchange experiences and lessons learned about campus mental health strategy through its blog and community of practice
- Campus level outcomes will be measured through local evaluation strategies

“More Feet on the Ground” Campaign

Project Lead:

• *Kim Meade, Vice Provost and Associate Vice President, Brock University
(kmeade@brocku.ca) 905-688-5550 x3418*

• *Jessica Rathwell, Program Coordinator, Pathstone Mental Health (jrathwell@pathstone.ca)
905-384-9551 x231*

Project Summary:

The “More Feet on the Ground” Campaign takes an innovative approach to address two gaps in the provision of mental health services for postsecondary students in the Niagara Region. The first gap is a lack of comprehensive, yet flexible and efficient training on mental health and addictions that responds directly to the specific needs of postsecondary students. The second gap is a lack of psycho-educational group information and skill development sessions geared to the needs of post-secondary students. This project is a partnership between Brock University, Niagara College and Pathstone Mental Health.

Progress to Date:

- Partnered with the Council of Ontario Universities to coordinate the development on an online training module
- Partnered with Mindsight (Wendy Stanyon at UOIT) to adapt existing online training tool to a larger, more accessible technology platform that will allow each institution to partially customize the tool and include relevant local resource referrals
- Mental Health Partners Advisory Group formed
- Input and advice from relevant groups sought re: appropriate content for both the online training module and psycho-educational sessions
- Hired Mental Health Wellness Coordinator to lead psycho-educational groups

Final Milestones/Proposed Outcomes:

- Selected an IT firm who will build and adapt the Mindsight tool
- Development of the tool will continue through March and it is expected that it will be ready for testing and potential customization later in the spring of 2014
- Six psycho-educational pilot presentation took place on both Niagara College and Brock campuses in March 2014
- Feedback from sessions was assessed and nine specific presentation topics were chosen for 2014-2015 school year
- Meetings have begun re: marketing and communication of the groups going forward

NAvigaTe Program (University Virtual Ward)

Lead Individuals:

- *Su-Ting Teo, Director*
(s4teo@ryerson.ca) 416-979-5000 x6587
- *Janine Robb, Executive Director,*
(Janine.robb@utoronto.ca) 416-978-6316
- *Polly MacFarlane*
(pmacfarl@yorku.ca)
416-736-5297
- *Judy Vorderbrugge*
(judy.vorderbrugge@utoronto.ca)
416-089-8037



Project Summary:

NAvigaTe Program: Nurse-assisted Transition

Ryerson University, York University, University of Toronto and Women's College Hospital have partnered to develop a program that provides transitional support for post-secondary students who have been hospitalized or visited the ER for a mental health issue. Students will have access to the services of a registered nurse (Transition Coordinator) to help ease the transition from hospital back to school. The Transition Coordinators will support students from all three campuses for up to three months, focusing on building therapeutic relationships, providing education and advocacy, and helping to connect students to the most appropriate resources, including the team psychiatrist.

Progress to Date:

- One Project Coordinator, two Transition Coordinators (RNs), one Psychiatrist, and Project Committee established and roles defined.
- Forms and documentation systems developed (EMR, Consent to Treatment, Referral Forms, Intake Assessment/Eligibility Criteria, Protocol for Working with Hospitals, Care Pathway)
- Meetings with core campus resources/stakeholders at York, Ryerson and UofT
- Relationship building with key community resources, including CAMH, St. Michael's Hospital
- Objective setting and evaluation tools developed, verification regarding ethics requirements
- Training as needed for Transition Coordinators, i.e., mindfulness meditation, dialectical and cognitive behavioural therapy principles, motivational interviewing skill development.

Final Milestones/Proposed Outcomes:

- Clients admitted to and discharged from the program from all three campuses
- Final development of the program model and proposal template
- Final evaluation of outcomes of the program
- Knowledge transfer of the model with post-secondary mental health stakeholders

Good 2 Talk: Ontario's Post-Secondary Student Helpline

Lead Individuals:

- *Fiona O'Connor, Good2Talk Partnership Coordinator*
(fiona.oconnor@good2talk.ca) 647-523-1334
- *Justin Hanna (Justin.hanna@good2talk.ca)*
647-231-5378
- *Margot Haldenby (margot.haldenby@good2talk.ca)*
416-581-8971



1.866.925.5454
or connect through 2-1-1

Post-Secondary Student Helpline

Project Summary:

A partnership between four organizations – ConnexOntario, Kids Help Phone, Ontario2-1-1 and the Ontario Centre of Excellence for Child and Youth Mental Health – Good2Talk was created in response to the need for increased mental health services and supports for Ontario's growing post-secondary student population. Good2Talk is funded by MTCU as a 3-year pilot, and is designed to complement the existing range of on- and off-campus services available to college and university students in the province. Students can reach Good2Talk at 1-866-925-5454, or by connecting through 2-1-1 from anywhere in Ontario.

Progress to Date:

- Official Launch of the helpline - October 4th, 2013
- English and French splash pages of the website updated in February, 2014
- Ontario2-1-1 added as another access point for students to reach the helpline
- Over 25 Ontario Colleges and Universities visited by the Good2Talk staff and project partners in first six months
- Helpline has received over 5000 calls from students since official launch
- 13% of the calls were for Information and Referral. 87% of calls were for Counselling
- Good2Talk is developing new Marketing Materials for a pilot launch over summer of 2014
- Plans are being finalized for a Project Evaluation to be conducted in the fall of 2014

Final Milestones/Proposed Outcomes:

Success of the helpline will be measured in terms of students' level of use of the service and by the quality of their experience when calling the line.

- Caller satisfaction, campus staff satisfaction, and improvements in callers' identified outcomes are some measures to be used in Good2Talk's comprehensive service evaluation.
- Evaluation of the post-secondary helpline will be conducted by the Ontario Centre of Excellence for Child and Youth Mental Health.

Mental Health First Aid

Project Lead:

- *Meg Houghton (Meg.houghton@humber.ca)*

Project Summary:

Humber College is coordinating the delivery of Mental Health First Aid training to post-secondary employees across the province. This project will increase mental health literacy and provide sustainable, ongoing education on how to help students who may be struggling with mental health issues.

The specific actions to support this goal are:

- train 24 post-secondary representatives from 12 academic institutions
- provide MHFA training to 2500 post-secondary employees across the province
- establish a MHFA training network.

Progress to Date:

To date, we have surpassed our MHFA training target; a total of 47 representatives from 18 institutions have been trained as MHFA trainers. We are on target to meet our goal of 2500 employees trained by March 2015. To date, 66 MHFA training sessions have been delivered across the system reaching 1062 employees. Seconding a full-time Humber employee to coordinate and assist in delivery of provincial training sessions has been of significant benefit in establishing a network to support trainers.

Final Milestones/Proposed Outcomes:

- Given the expanded capacity to deliver training sessions across the system, the target of 2500 employees trained by 2015 is within reach.

Bridging the Distance

Lead Individuals:

- Carol Prechotko
(carol.prechotko@cambriancollege.ca)
- Sherri Pinder
(sherri.pinder@canadorecollege.ca)
- Nicole Roy (Royn@northern.on.ca)
- Kim LaPierre
(kim.laPierre@canadorecollege.ca)
- Jim Lees (james.lees@confederationc.on.ca)
- Colin Kelly
(colin.kelly@confederationc.on.ca)



Project Summary:

Bridging the Distance is a pan northern project developed by the northern colleges for our students with each college taking a lead role in one project pillar. The focus is on improving mental wellness in our college communities by promoting awareness in every member of our college including all college staff, and all students. Cambrian is developing the website www.bridgingthedistance.com and a portal for students focussed on the student in distress is part of the student portal, Canadore is completing a staff training module for the staff portal, Northern is completing a peer mentoring program for the Peer Portal and Confederation is developing best practices for distance counselling/advising.

Progress to Date:

- Website completed with all three portals
- Initial evaluation from first year's activities for the effectiveness of distance counselling/advising
- Peer mentor program established
- Faculty training completed
- Student conference held at Timmins from all 5 colleges
- Links formed with Sault College who are part of our website and project discussions
- Research underway with the Northern Ontario Assessment and Resource Centre for effectiveness of distance counselling/advising and knowledge of faculty pre and post project activities

Final Milestones/Proposed Outcomes:

- Website complete
- Peer mentor program disseminated to all partner colleges
- Distance counselling/advising disseminated to all partners
- Staff training implemented at all 5 colleges
- Post survey completed

Mental Health Screening Tool & Mindfulness Based Supports for Students with Autism Spectrum Disorder

Lead Individuals:

- *Dr. Janos Botschner*
(jbotschner@conestogac.on.ca)
- *Dr. Jonathan Weiss*
(jweiss@yorku.ca)
- *Dr. Jane Hamilton-Wilson*
(jhamiltonwilson@conestogac.on.ca)
- *Dr. Leanne Gosse*
(lgosse@conestogac.on.ca)



Project Summary:

Significant challenges face Ontario's post-secondary education system as it seeks to address the risks of poor achievement and early school leaving for students with Autism Spectrum Disorder (ASD) who experience concurrent mental health issues. To address these challenges, our project will develop, pilot, and evaluate a student engagement process; rapid screening protocol; and the delivery of a program of mindfulness based training and support for students with ASD who are experiencing mental health issues. We anticipate that this intervention will lead to enhanced coping skills and the amelioration of psychiatric symptoms, which will contribute to improved academic performance and retention.

Progress to Date:

- Identified and begun to leverage internal resources (e.g., partnered with Counseling Services to promote initiative through co-branding and shared promotion).
- Fostered successful relationships with both post-secondary sector and broader community (e.g., Centre for Mindfulness Studies in Toronto and York University).
- Developed and begun to implement an initial evaluation framework and a risk-based screening protocol for post-secondary students with ASD and emerging mental health issues.
- Identified best practices in mindfulness-training and peer supports for people with mental health issues, and for people with ASD. We then adapted them to the present initiative and have begun pilot testing.

Final Milestones/Proposed Outcomes:

- Validation of screening protocol and delivery of mindfulness training and peer supports at Conestoga College (at least two training groups in fall/winter 2014/15)
- Enhanced coping ability and amelioration of symptoms of psychological disorders among participating students; changes in mental hygiene practices
- Improved academic performance and retention of participants
- Decreased demand for crisis-focused counseling services

Mental Health First Aid - First Nations Cree & Ojibwe Translation & Training

Lead Individuals:

• *Mary Wabano, Project Lead & Director*
(Mary.Wabano@canadorecollege.ca)
705-474-7600 x5967

• *Elizabeth Hendren-Roberge*
(Elizabeth.Hendren-Roberge@canadorecollege.ca)
705-474-7600 x5213

Project Summary:

This project intends to bridge the gaps in mental health “first aid” service provision that currently exist in aboriginal communities. The project will add to existing capacity by translating the Mental Health First Aid – First Nations curriculum to the Ojibwe and Cree languages, ensuring training accessibility to the vast majority of the aboriginal population in Ontario. The language-based approach is intended to enhance service provision buy-in, improve quality of understanding, and engage aboriginal community members on their terms, in their language, and in their communities. Canadore College has an aboriginal student population comprising nearly 20 percent of full-time post-secondary enrolment.

Progress to Date:

- Aboriginal staff from Canadore College - First Peoples' Centre and from Seven Generations Education Institute completed the MHFA trainer certification.
- Translation of Participant Manual and Instructor Facilitation Guide is currently being completed.
- Translation and voiceover of training videos in the First Nations package will be completed.
- Training resources, including a database of mental health and substance abuse treatment services - First Nation-specific and other - with a focus on the communities of origin of Canadore College students, are currently under development.
- Web page content, to include training resources, is currently under development.

Final Milestones/Proposed Outcomes:

- Translation work completed
- Minimum of six trainings completed by existing trainers. Trainings will be offered in specific post-secondary education sites and in targeted First Nation and other communities in 2014-2015 and beyond.
- Web resources completed and promoted through trainings
- Four additional aboriginal partners to complete MHFA trainer certification, additional trainings completed
- One MHFA – First Nation training completed in the Cree or Ojibwe language

Niagara Holistic

Lead Individuals:

- *Jill Brindle (jbrindle@brocku.ca)*
905-688-5550 x3114
- *Jesse Barraz (jbarraza@brocku.ca)*
905-688-5550 x3776
- *niagarawellnesscircle@gmail.com*
- *www.mycirclesofwellness.ca*



Project Summary:

The Niagara Holistic Wellness initiative is made up of a team of people of diverse backgrounds from Brock University, Niagara College, and community partners of the Niagara Region.

A website has been created for post-secondary students to learn about mental wellness, reflect upon their own well-being, and find available supportive resources. A person's mind, body, spirit, and emotion (the four quadrants) are all interrelated and continually balanced for overall wellbeing.

The portal serves to:

- Inform students about terms related to mental health and wellbeing holistically (e.g. depression)
- Connect students to supportive local resources across the Niagara Region (e.g. counselling services)
- Inform students about upcoming community events related to healthy living
- Link to news articles related to holistic health and wellness
- Provide self-exploratory tools (in phase two of the project)

Progress to Date:

- www.mycircleofwellness.ca launched in September, 2013.
- Fall 2014, a student-log-in feature will be added
- Students will have access to a "self-discovery" tool to explore their holistic balance by completing a questionnaire and reflecting upon the results.
- Tips and information will be provided to guide students' reflections and direct them to use the portal for further exploration.
- A section will be provided for students to write holistic wellness goals and track successes.
- Students will also be able to customize their news sections, receiving articles of most interest to them.
- The site will be available in both English and French by September 2014.

Final Milestones/Proposed Outcomes:

- Continue assessment of student-log-in
- Implement final user feedback/suggestions
- Expand research of mental health resources to include wider community resource outreach
- Ensure both English and French sites contain the same information thoroughly

Campus Mental Health Partnerships: Extending the Circle of Care

Lead Individuals:

• *Karyn Baker*
(karyn.baker@georgiancollege.ca)
705-728-1968 x1351

• *Michele Beaudoin*
(Michele.beaudoin@georgiancollege.ca)
705-728-1968 x1670

• *Michelle Delrish*
(mdelrish@centennialcollege.ca)

• *Tracey Lloyd*
(tlloyd@centennialcollege.ca)
416-289-5000 x2281

Project Summary:

The project will establish a best practice in the design, development, and implementation of an internal and external circle of care for postsecondary students with mental health issues. The project will explore a “case management” approach to the delivery of counselling services at both Georgian and Centennial Colleges to determine the efficiency and effectiveness of a holistic, multi-perspective approach to serving students with mental health issues. The initiative is working with Dr. Peter Dietsche to assist with the research methodology.

Progress to Date:

- The project leads have been hired at both Georgian and Centennial Colleges.
- Preliminary research design has been completed.
- Baseline data collection has begun regarding users of counsellor services – including demographics and pathways in and out of services.
- A framework has been developed to identify key external stakeholders delivering mental health services and initial contact has begun with these providers.
- Interviewed internal stakeholders to clarify roles and relationships.
- Reviewed existing internal policies and protocols pertaining to student mental health.

Final Milestones/Proposed Outcomes:

- Guidelines and roadmap for the design, development and implementation of a case management model that includes the definition of roles and protocols for an internal and external circle of care
- Professional Development framework to prepare counsellors and other staff to deliver in a multiple-partner, case management model of service.
- Knowledge transfer to provincial stakeholders

By Students/For Students: A Digital Gateway for Mental Health

Lead Individuals:

- *David Wiljer, Principal Investigator*
(David.Wiljer@camh.ca)
- *Marcus Law – Principal Investigator*
(marcus.law@utoronto.ca)
- *Michelle Hamilton-Page, Project Lead*
(michelle.hamilton-page@camh.ca)

- *Andrew Johnson, Project Lead*
(Andrew.Johnson@camh.ca)
- *Miriam Verburg, Project Coordinator*
(mir@bloomdigital.to) 416-882-1186

Project Summary:

By Students For Students, is a student engagement and online advocacy project initiated by University of Toronto and CAMH, the purpose of the project is to collaborate with post-secondary student volunteers and summer interns to create and curate an online resource for post-secondary students in the GTA that will allow them to find health and wellness services without the need for an intermediary (parent, teacher, physician) by geo-locating through their mobile device or computer, via an online crowd-sourced map that includes data provided by CONNEXOntario, Kids Help Phone as well as resources identified by post-secondary students themselves.

Progress to Date:

- Ratified Project Charter
- Held monthly steering committee meetings. Four held to date
- Produced evaluation framework
- Recruited team of students+ 45 participants for volunteer committee to support development and strategy of map and associated events
- Developed partnerships with Aha Moment and the Ryerson Digital Media Zone to collaborate on production of map and associated map related events including a hackathon
- Created jobs and hired post-secondary students from 3 universities to work on populating, designing and marketing the map to the wider post-secondary community in September 2014
- Obtained data for GTA based non-referral mental health resources from Kids Help Phone: Resources Around Me and Connex Ontario

Final Milestones/Proposed Outcomes:

- To increase access to mental health services by international students and new Canadians.
- To enable partnerships between institutions and communities in the GTA to provide more culturally-competent services to international students and new Canadians.
- To improve counsellors' cultural competency based on international students' and new Canadians' diverse understandings of mental health.
- Online toolkit
- Increased intercultural capacity of mental health care workers
- Ongoing knowledge exchange through the Centre of Innovation for Campus Mental Health
- Symposium to share knowledge and best practices



From Intention To Action (FIT:Action)

Lead Individuals:

- *Dr. John A. Meissner*
(john.meissner@carleton.ca)
613 520-2600 x8065
- *Larry McCloskey, Director PMC*
(larry.mccloskey@carleton.ca)
613-520-2600 x6609

- *Dr. David Smith, Ottawa University*
(David.Smith@uOttawa.ca)
- *Petra Dueschner Ottawa Carleton District School Board*
(petra.duschner@ocdsb.ca)
- *Dana Truelove, Team Leader*
(dana.truelove@carleton.ca)
613-520-2600 x1068

Project Summary:

FIT: Action is a cost-effective program to assist students who are overwhelmed with university and provides individualized supports on a weekly basis with coordinators. Students commit to 12 weeks complete an intake assessment, obtain assessment feedback from a psychologist, are matched to a coordinator and receive close support with program selection. Coordinators include graduate students who have taken a year of counselling courses. FITA selects students who frequently demonstrate below average adaptation to school and/or life, and are provided with a go-to person who works specifically to develop a strong therapeutic alliance and help students meet challenges and achieve personal and academic goals.

Progress to Date:

Over the last 3 years of our program we have tracked the impact of intervention:

- FITA students obtained significantly improved scores on a screening measure of mental health over 2012-2013 and 2013-2014
- FITA students showed significant improvements in major and overall grade point average.
- Major improvement emerged across a range of study skills
- FITA students reported high levels of satisfaction with the program on exit interviews.
- Students in FITA who were on academic warning were matched with a comparison group by grade point average, year in university, program, and gender. FITA students had a significantly better rate of retention while almost a quarter of the comparison group were suspended

Final Milestones/Proposed Outcomes:

- Establish a permanent program beyond the project timelines
- Share program with Universities that demonstrate a strong interest in using this model
- Complete the development of a high school transitions model for vulnerable (but not DSO) students
- Complete a manual that outlines the work that had been done and the operational details of the program

Speaking Your Language: A pilot program for promoting mental health awareness and support for international students and new Canadians

Lead Individuals:

• *Ian Crookshank, Ryerson University*
(ian.crookshank@ryerson.ca)
416-979-5000 x6625

• *Michelle Green (greenm@ryerson.ca)*
416- 979-5000 x4643

• *Ronald Ng (ronald.ng@utoronto.ca)*
416-946-7567

• *Deanne Fisher (dfisher@ocadu.ca)*
416-977-6000 x2850

• *Jennifer Robinson (jrobinson@ocadu.ca)*
416-977-6000 x284

Project Summary:

Like all students, international students face various issues and challenges throughout their academic careers; however, evidence suggests that this cohort underutilizes mental health care supports. Recognizing the impact differences in language and culture will expand our mental health communities to include international students, increase intercultural competency of mental health care providers, and assist international students in connecting to services and supports. The three components of the program are 1) knowledge gathering through student engagement 2) culturally/linguistically based group counselling 3) community feedback, training and resource creation. The sustainable product will be the creation of an online tool kit to be housed on the Centre of Innovation for Campus Mental Health platform and a symposium

Progress to Date:

- A steering/advisory committee was formed mid-November 2013
- Memorandums of understanding between institutions and ethics board submissions have been drafted
- A student engagement survey was created and administered, with nearly 600 respondents
- Job descriptions for the Project Coordinator and Research Assistant were created, and staff recently hired

Final Milestones/Proposed Outcomes:

- To increase access to mental health services by international students and new Canadians.
- To enable partnerships between institutions and communities in the GTA to provide more culturally-competent services to international students and new Canadians.
- To improve counsellors' cultural competency based on international students' and new Canadians' diverse understandings of mental health.
- Online toolkit
- Increased intercultural capacity of mental health care workers
- Ongoing knowledge exchange through the Centre of Innovation for Campus Mental Health
- Symposium to share knowledge and best practices

Mental Health Hub

Lead Individuals:

- *Matt Trainor, Director of Student Services*
(matt.trainor@saultcollege.ca)
705-759-2554 x2307
- *Morgan Levy (morgan.levy@saultcollege.ca)*
705-759-2554 x2819

Project Summary:

The Mental Health Hub aims to provide a pilot of a working service model which is transferable to other rural and northern post-secondary institutions and communities. The Hub will close mental health service gaps for students by enhancing access to service within the school and community agencies, ensuring timely access across services, providing culturally appropriate supports, and streamlining delivery to avoid duplication.

Progress to Date:

- Service model structure has been set up and is currently running
- Two Psychologists have been hired on contract
- Internal referral processes have been developed and implemented
- One Mental Health Educator has been hired in partnership with CMHA
- Anti-stigma campaigns, education, and faculty/staff Mental Health training
- Two Aboriginal Elders have been hired on contract
- Transitional protocol with school boards is in development
- Community Advisory Council to oversee Mental Health services is being developed
- Community partnership with Family Life Theatre has enabled four Mental Health videos to be developed for education & anti-stigma
- Counsellors trained in variety of treatment modalities, MHFA, and safeTALK

Final Milestones/Proposed Outcomes:

- Community partnership with Sault Area Hospital
- Internal partnerships with program areas for Mental Health programming
- Distance Counselling set-up
- Yearly service plan for activities/events/awareness weeks

Train the Trainer

Lead Individuals:

• *Erik Labrosse, Director, Student Life, Laurentian University*

• *Denise Frolick-Gauthier, Manager, Aboriginal Student Affairs, Laurentian University (dgauthier-frohlick@laurentian.ca)*

• *Earl Black, Manager, Accessibility Services, Laurentian University (eblack@laurentian.ca)*

• *Lyne Rivet, Manager, Health & Wellness Services, Laurentian University (lrivet@laurentian.ca)*

Project Summary:

Laurentian University has secured \$ 86,700.00 through the Ministry of Training Colleges and Universities – Mental Health Innovation fund to support Mental Health training on campus and in local communities. In addition, through a collaboration with Humber College, Laurentian will ensure that a minimum of six individuals as certified trainers in Mental Health First Aid. Laurentian will also ensure that five individuals are trained as certified trainers in Applied Suicide Intervention Skills. In addition, Laurentian will organize cultural sensitivity training for trainers, faculty, staff, students and members of partner institutions through the following programs, 1) Aboriginal Suicide Intervention and Awareness, 2) Aboriginal Intergenerational Trauma. Certified mental health trainers will subsequently provide mental health training to respondents on campus and in the local communities.

Progress to Date:

- Applied Suicide Intervention Skills Technique (ASIST) T4T Instructor training- 5 trained Instructors
- ASIST Respondent Training-35 Respondents
- Mental Health First Aid (MHFA) Instructor Training- 4 certified Instructors
- Mental First Aid Respondent Training (MHFA)- 83 Respondents
- Aboriginal Cultural Sensitivity Training: includes Intergenerational Trauma & Suicide Intervention
- Aboriginal Intergenerational Trauma- 87
- Aboriginal Suicide Intervention & Awareness Presentation -47

Final Milestones/Proposed Outcomes:

- 4 Aboriginal Suicide Intervention and Awareness sessions– 2 on campus & 2 community.
- 4 Intergenerational Trauma workshops – 2 on campus and 2 in a partner community.
- 5 individuals trained as trainers in ASIST – two from Laurentian and three from partner institutions. 50-70 Respondents trained in suicide ASIST
- 6 Mental Health First Aid trainers – trained within the collaboration with Humber College. 150-200 individuals trained in suicide ASIST

Developing Documentation Standards and Guidelines for Academic Accommodations for Students with Mental Health Disabilities Attending Post-Secondary Institutions in Ontario

Lead Individuals:

- *Principal Investigator: Dr. Mike Condra, Queen's University (condram@queensu.ca)*
- *Research Consultant: Eleanor Condra, St. Lawrence College (econdra@sl.on.ca)*
- *Ms. Wanda Williams, Project Lead, St. Lawrence College (wwilliams@sl.on.ca) 613-544-5400 x1344*

Website: www.supportcampusmentalhealth.ca

- *Helen Gillis, Research Assistant (helen.gillis@queensu.ca) 613-533-2639*
- *Eleanor Condra, Project Research Consultant, (econdra@sl.on.ca) 613-533-6000 x74279*

Project Summary:

Over the last five years, the number of students registered with Disability Services in the postsecondary sector in Ontario has increased by 32%. Over the same period, the number of students with mental health disabilities has increased by 67%. The current provincial model of accommodating students faces major challenges in accommodating those with mental health disabilities. For example, the episodic nature of some mental health conditions and the lack of guidelines for documentation both create difficulties in providing an equitable accommodation process. As well, members of faculty lack adequate information regarding how they can support students with mental health disabilities.

Progress to Date:

- Literature Review being prepared for submission to peer reviewed journals
- Focus Groups held with students, faculty members and disability advisors/counsellors during the winter semester of 2014 in 6 locations across the province.
- On-line survey released in March seeking participation by students, faculty members, disability advisors/counsellors, administrators, and campus physicians. Survey is currently available at institutions participating in the dissemination of the survey information.
- Policy scan of accommodation policies at post-secondary institutions in Ontario completed.
- Consultation with the Human Rights Commission is underway.

Final Milestones/Proposed Outcomes:

- Develop province-wide documentation standards and guidelines for accommodating post-secondary students with mental health disabilities.
- Develop training for students, faculty and staff about accommodating post-secondary students with mental health disabilities.
- Develop an information and resource handbook for post-secondary students with mental health disabilities.

The Development of a Peer Mentoring Program for Post-Secondary Students with Mental Health Issues

Lead Individuals:

- *Dr. Mike Condra, Queen's University*
(condram@queensu.ca) 613-533-6000 x74932
- *Mira Dineen, Program Coordinator, Queen's University*
(mira.dineen@queensu.ca) 613-533-2988
www.supportcampusmentalhealth.ca



PEER MENTORING PROGRAM

Project Summary:

Many students experiencing mental health-related difficulties do not seek formal counseling help at a critical time in their university career for various reasons, including a sense of shame or embarrassment. Research about this age group suggests that training students as peer supporters can be very beneficial to students with mental health issues, since students often may prefer to turn to peers or friends for advice rather than using available professional counselling. In many areas, peers have been shown to be an excellent source of support for postsecondary students.

Progress to Date:

- Ethics approval was received from the Queen's General Research Ethics Board in February 2014.
- Peer Mentor Recruitment was completed in March 2014 and is currently being evaluated. Eighteen Peer Mentors were selected from a pool of 135 applicants.
- Peer Mentor Training is being designed with on-campus educational development specialists and will include readings, skill development workshops, case studies, individual reflection and group activities. Curricular foci include: (a) mental health education, (b) responding to a crisis, (c) referral to resources, (d) stigma-reduction, (e) effective mentoring skills, (f) confidentiality and boundaries, (g) healthy lifestyle choices, (i) academic learning strategies.
- Program Evaluation tools are being designed in consultation with the Centre of Teaching and Learning at Queen's.

Final Milestones/Proposed Outcome:

- Pilot and evaluate each component of the program (recruitment strategies, training, supervision, program delivery and effect) between September 2014 and March 2015
- Develop a peer mentoring program specifically focused on mental health, applicable across the post-secondary system, informed by evaluation findings from the pilot program
- Compile a Program Resource Manual with all program materials and research and share with all colleges and universities in Ontario

PSYC 1400 Mental Health and Well-Being First Year Course

Lead Individuals:

• *Bruno Mancini, Director, Counselling and Disability Services, University of Guelph (bmancini@uoguelph.ca) 519 824 4120 x52386*

• *Margaret Lumley, PhD. C.Psych., Associate Professor, University of Guelph*

Project Summary:

This course is offered in partnership with the Centre for Students with Disabilities (CSD) for first year students at the University of Guelph who have an identified mental health challenge. There are three central aims of the course including, 1) increased mental health/illness knowledge and understanding, 2) increased academic self-efficacy in the context of mental health challenges, and 3) awareness/practice at skills for improving well-being. This is a 0.5 credit course limited to 30 students, requiring the regular amount of time associated with a credit course (10 -12 hours per week for the average student). The course will appear as a Psychology course on the student's transcript. Students will learn practical skills for improving their self-efficacy and well-being on campus, in their other coursework and in their broader lives.

Progress to Date:

- Faculty member identified to teach the course
- Course approved by Senate
- Marketing of course to high school students
- Application form now available
- Research on course content completed
- Course syllabus completed
- Evaluation component identified
- Admission process identified
- Students now enrolling in the course

Final Milestones/Proposed Outcomes:

- Normalized developmental experiences surrounding transition to University
- Decreased self-stigma
- Increased mental health literacy
- Increased practical knowledge of mental health supports on campus and in community
- Improved academic self-advocacy and general self-efficacy in the context of mental health challenges and personal strengths

Ontario Law Student Mental Health Initiative – Enhancing the Mental Health Outcomes of Ontario’s Law Students

Lead Individuals:

- *Melanie Banka Goela, Project Lead, Osgoode/York University*
(mgoela@osgoode.yorku.ca) 416-736-5597
- *Mya Bulwa, Assistant Dean, Students, Osgoode Hall Law School*
(mbulwa@osgoode.yorku.ca)

Project Summary:

All seven law schools in Ontario have partnered together to improve the mental health outcomes of law students in Ontario by developing specific and meaningful resources and supports for this population. New resources for law students in Ontario will include a law student mental health website, a provincial peer support program, a best practices manual on law student mental health for law school administrators and the creation of a network of law school administrators focusing on law student mental health. This project is student-centred and includes law student participation in the development of resources.

Progress to Date:

- Administrative network has been established with members representing all law school partners
- Students across Ontario have been engaged in project – one representative from each law school attended a full-day meeting in February, 2014 to discuss law student mental health
- Ontario-wide law student questionnaire was developed and disseminated – great response rate!
- Website development in progress based on student feedback through questionnaire and focus groups and is on schedule to launch in August, 2014

Final Milestones/Proposed Outcomes:

- Establish the first formal network of law school administration for knowledge and support exchange about law student mental health
- Develop a comprehensive website offering mental health resources and supports for law students
- Develop a provincial peer support program for law students
- Develop a best practices manual for law schools on promoting student mental health

Safer & Accepting Campuses: Egale Canada Human Rights Trust

Project Lead:

- Sarah Peek (speek@egale.ca) 416-964-7887 x7004

Project Summary:

Safer & Accepting Campuses is an innovative program of Egale Canada Human Rights Trust that is a multi-phased approach to creating safer and more accepting and inclusive campus environments at Ontario's colleges and universities. With the goal of improving mental, physical and social health and wellbeing of lesbian, gay, bisexual, trans, two-spirit, queer and questioning (LGBTQ) postsecondary students, the program approaches Ontario's universities and colleges in the spirit of collaboration to improve the education experience for all.

Progress to Date

- Conducted residence training for res life staff at all public colleges/universities
- Held 3-day LGBTQ student leader workshops across Ontario
- Helped create lasting change for institutions through policy and structural guidance
- Created innovative online e-learning modules to assist postsecondary institution staff in working with and accommodating LGBTQ students, staff, faculties and families
- Created network of LGBTQ and allied students within and between campuses to facilitate greater change and acceptance

Final Milestones/Proposed Outcomes:

- Safer residence environments for LGBTQ students and residents
- New, inclusive and universally accessible policy framework
- Accommodations for trans, intersex and gender diverse students in residence and on campus
- Easy and quick access to knowledge and best practices on LGBTQ identities on campus



COUNCIL OF
ONTARIO UNIVERSITIES
CONSEIL DES
UNIVERSITÉS DE L'ONTARIO



CENTRE FOR INNOVATION IN
Campus Mental Health

learn 

share 

network 

collaborate 